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ABSTRACT

This document provides guidelines for implementing workplace literacy programs. Project leadership selection, characteristics and skills, education and experience, and roles and responsibilities are reviewed. Community and business involvement, partnership development, and the voluntary advisory council components of a marketing workplace literacy program are discussed. Also addressed are program development, internal and external evaluation, barriers to producing top quality programs, recommendations, and quantitative and qualitative project outcomes. The bibliography consists of 5 instructional materials and 10 guidance and information publications. Eleven appendices make the bulk of the document: (1) marketing materials; (2) needs assessment questionnaires; (3) partnership agreement; (4) staff training forms; (5) recruiting materials; (6) registration form; (7) attendance records; (8) lesson plans; (9) recognition materials; (10) evaluation forms; and (11) pre- and posttests. (NLA)

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Guidelines for Implementing Workplace Literacy Programs

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June, 1990

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San Antonio International Airport

FOREWORD

The United States became a great industrial power because of its democratic government, its system of free enterprise, and its vast resources. The most important of these resources is a skilled, literate workforce.

Today, however, as we prepare to enter the 21st century, a vital link to that chain appears to be weakening. As more and more is expected of today's working man and woman, in their knowledge of English reading and writing and in mathematics, it is clear through research and feedback that a monumental problem exists. That problem is the inability of much of our workforce to perform to their maximum potential because they lack basic skills. For many workers this significantly hampers their ability to qualify for more stimulating and lucrative promotions; for others it creates dangerous situations on the job that result in injuries or bring about costly insurance and litigation fees.

Given this documentation, where does the answer lie? Who can do what to correct the problem? We trust the concepts set forth in these guidelines will provide many workable answers. They prescribe a way of working cooperatively, because the problem is larger than is within the scope of one organization to solve.

North East Independent School District is proud of the Workplace Literacy special project for 1989-90. We have made tremendous strides in a short time, and employees are eager to continue their classes. We have raised awareness of the workplace literacy problem among businesses, industry and organizations in San Antonio; and we have companies requesting programs at their worksites. What educators must now offer the private sector is insight and quality leadership. Our commitment to working in partnership will build a more productive workforce and a better quality of life for every American.

Mrs. Arline Patterson
Community Education Director
North East Independent School District

As a child, I was told we never stop learning; no matter how old we grow, no matter how much we know! The Workplace Literacy project was an opportunity for many employees in the Aviation Department to carry on that lifelong pursuit of greater learning.

For the fifteen employees who diligently attended classes (some at 6:00 a.m., others at 1:30 p.m. and 4:00 p.m.), their goal was to learn reading, writing and computation skills they never mastered while growing up. This second opportunity to learn proved to be a valuable lesson for both the employees and the employer.

For the employees, their success at learning in class gave them greater incentive to improve their work on-the-job. That proved to be an unexpected bonus for the employer. And for the administration, there was also a sudden awareness of just how many employees had cloaked their literacy problem in secrecy. The Workplace Literacy project helped bring the problems into the open, where employer and employee could work on a solution together.

Ms. Linda Wasserman
Public Relations Manager
San Antonio International Airport

The Workplace Literacy program has accomplished two very important things for H.E.B. For some time, I had felt the need to get a program in basic skills started within the company. The program was very hard to sell, as key management felt that H.E.B. *"didn't have a problem."* Our partnership with NEISD Community Education provided a very cost effective and structured avenue for me to prove that H.E.B. did *"have a problem"* with partners (employees) lacking basic work skills. Our response from partners was overwhelming and the program is no longer a *"hard sell."*

The second important accomplishment that the Workplace Literacy program provided for H.E.B., was the personal reward experienced by our partners. Each partner has gained a sense of success in their ability to learn. The positive effect to their self-esteem is immeasurable. This personal satisfaction will follow them into the workplace and into their homes.

Mrs. Marguerite T. Harris
Manager HR Training and Development
H.E. Butt Grocery Company

PREFACE

The North East Independent School District Community Education Workplace Literacy Partnership Demonstration Project was initiated with the hiring of a Coordinator on September 15, 1989. Project funds terminated on June 30, 1990. Thus, the Coordinator was limited to nine and a half months to develop and implement a very comprehensive and complex proposal that was designed for twelve (12) months. Because of time constraints, the budget had to be adjusted accordingly. This necessitated two amendments to the original proposal. The scope and design of the project became more realistic and workable. Secondly, a shift in funds provided more money for instructors and instructional materials where it was needed the most.

The official external evaluation of the project states that *"...in spite of all the constraints that this project experienced, the workplace literacy project provided excellent service to the students and businesses with which it worked. This project is a fine example of responding to the needs of the community, working with available resources, and striving for quality in the face of adversity."*

These guidelines reflect the activities, problem solving, networking, instructional design strategies, etc. utilized in meeting the needs and objectives of business, industry, the workforce and the community. The commitment to a quality workplace literacy program and caring service was made possible by a competent and dedicated staff, the excellent cooperation and efforts of our partners, and the additional financial resources they provided. The notable accomplishments of the employee students are a result of a team effort.

Time does not permit the preparation of guidelines worthy of the project. Therefore, they are by no means the final word for this project or similar efforts. They do, however, indicate the steps that can be utilized and implemented in developing workforce literacy programs.

Hopefully, they will provide not only practical guidance, but also encouragement to those who believe *"the function of industry is not just the making of goods; the function of industry is the development of people."*

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I. PROJECT LEADERSHIP

- A. Selection**
- B. Characteristics and Skills**
- C. Education and Experience**
- D. Roles and Responsibilities**

I. PROJECT LEADERSHIP

A. Selection

The selection of a competent project coordinator is crucial to the success and continuation of an industry-based workplace literacy program. Hiring guidelines and staffing deadlines should be defined in the beginning in order that the program can realistically meet its goals and objectives. The coordinator should be an employee of the education provider and hired in the initial stages of the project as outlined by the proposal and funding authority.

B. Characteristics and Skills

Desirable characteristics for the project coordinator are organizational skills, communication skills, and a background in program development. Basic skills in program development should include analysis, design, program development and evaluation of workplace education products. In addition, strong leadership abilities, excellent human relations, interpersonal skills, integrity, creativity, sincerity and flexibility are necessary. Finally, practical knowledge and understanding of bicultural relations is absolutely essential for successful management of this program.

C. Education and Experience

The coordinator should be an educator with a background in adult education and experienced in working with business and industry. Training in teaching adults and a familiarity with testing and evaluation would also be advantageous.

D. Roles and Responsibilities

The roles and responsibilities of the project coordinator were determined in the proposal submitted to the Texas Education Agency.

Major duties included the following:

- (1) Present the project to the business community
- (2) Form partnerships between business and education
- (3) Select instructors
- (4) Recruit and train volunteers
- (5) Conduct staff development and orientation workshops for instructors
- (6) Conduct thorough needs assessment of each participating business

- (7) Design instructional program including a task analysis on each job, pre- and post-tests and job-related lesson plans
- (8) Recruit, register and screen employees
- (9) Evaluate all participating employees during and at the end of the program
- (10) Become acquainted with personnel, corporate structure and goals and objectives of business
- (11) Make presentations of the workplace literacy project at the local and state level

The project coordinator must be flexible enough to work with and for a variety of persons in business and education, as well as employee participants.

II. MARKETING WORKPLACE LITERACY

- A. Community Involvement**
- B. Business Involvement**
- C. Partnership Development**
- D. Voluntary Advisory Council**

II. MARKETING WORKPLACE LITERACY

A. Community Involvement

Prior to the beginning of the Workplace Literacy Project, several prospective program sponsors were identified. An orientation to the project was conducted by telephone and in person for potential local support groups. They were asked to become involved in the project in any of the following ways:

- Refer businesses which have expressed interest in workplace literacy
- Introduce high level management of potential business partners for the project
- Select a representative to serve on the project's Advisory Council
- Share information about the project to others in San Antonio business community
- Refer potential volunteers to tutor employees with special learning needs

This action developed a community network of leadership support for the project which proved crucial to its success. Organizations which participated included:

North San Antonio Chamber of Commerce
Texas Department of Human Resources
Alamo Area Council of Governments
The Private Industry Council
The Hispanic Chamber of Commerce
The City Water Board
The American Society for Training and Development
Southwestern Bell Telephone Company
Intercultural Development Research Association
San Antonio Commission on Literacy
San Antonio Literacy Council
Learn to Read Program

A mailing was sent to other literacy programs, civic organizations, businesses, agencies and educational providers to broaden the initial network. The mailing included a letter of introduction, a flyer and a brochure. (See Appendix A – Marketing Materials.) The United States Department of Labor, Commerce and Education were also kept informed of the development of the San Antonio project. In addition, assistance was enlisted by letter and telephone from several national organizations. Some sent information and materials while others offered valuable technical advice.

The National Alliance of Business
The Business Council for Effective Literacy
The Rockefeller Foundation
Literacy Volunteers of America, Inc.
Luabach Literacy Action (LLA)
Push Literacy Action Now, Inc. (PLAN)
Development Assistance Corporation

Contacts with local radio, television and newspapers brought opportunities for coverage and radio interviews about the project. Presentations were scheduled for meetings of local literacy councils, civic organizations and state literacy conferences. This activity recruited volunteers and technical assistance. Further, it expanded the support network of the project and increased community awareness of both the problems and the project's offered solution to workplace literacy.

B. Business Involvement

The second marketing strategy was to identify businesses which were already interested in conducting basic skills instruction for their employees. Several had been approached during the proposal development stage of the project. Other businesses were identified through the community network and these were added to the list of prospective partners. A five-step approach was used to develop partnerships with these businesses.

1. Initial telephone calls were made to each prospective business which was likely to hire entry-level employees in need of Adult Basic Education (ABE).
2. A contact person from each prospective business partner was designated. This person was often the training officer, the personnel officer or a manager. Sometimes an upper level administrator offered to serve as contact.
3. An information interview was scheduled with each contact person and any other representatives from the business who wished to attend. During the interview, an in-depth study was conducted of the organizational structure, the personnel system and policies, the required job skills and products of the business.
4. A tailored presentation was designed from the data collected during the interview. It included an assessment of the need for a workplace literacy program, suggestions for curriculum development and an outline of local demographics to justify the need for a public-private literacy effort. Major benefits to business from a workplace based program were stressed. The presentation encouraged the business to make basic skills training an accepted and integral part of their overall training program. Current labor and business trends were used to motivate the business to train its employees for the current and future skills required to assure quality job performance and product outcome.
5. Questionnaires, adapted to each specific type of business, were designed and

distributed to managers, supervisors, and employees to assess the feasibility of a workplace literacy program in each business. (See **Appendix B – Needs Assessment.**) Input from prospective participants also was essential to pinpoint the skills needed to accomplish particular job tasks. Guidance from supervisors and managers identified where poor reading, writing, math and conversation skills posed problems.

Business were urged to be sensitive to employee concerns by ensuring that the assessment was conducted in a nonthreatening and voluntary manner and that all information was confidential. The results not only helped the business and project set program objectives, but also helped them understand the program in the context of the employees' needs. Moreover, the questionnaire data was used to develop the curriculum for the worksite literacy program.

At the close of the project period a special event was organized to motivate continued support and partnership for workplace literacy and to discuss the federal government role. (See **Appendix A – Marketing Materials.**)

C. Literacy Partnerships

In order to address the needs in San Antonio for adequate basic skills at the worksite, efforts were focused on the formation of business and education partnerships. Working together helped each sector form a better understanding and greater appreciation of their common cause. The five-step approach resulted in literacy partnerships with the following businesses, in order:

The San Antonio International Airport
Rousse Company at Central Park and North Star Malls
North East Independent School District
Aetna Life Insurance and Casualty Company
H.E. Butt Grocery Company

Four of the five business partners provided space for classes. The project secured space in a nearby church for the other. Two of the businesses paid the cost of one instructor. One business also donated release time for employees participating in the literacy program. All other costs were covered by the project. However, two of the businesses will fund their own programs next year. (See **Appendix C – Partnership Agreement.**)

Needs assessments were conducted at other businesses, but programs were not feasible during the project period and are targeted at a future date. These include: Taco Cabana

Corporation, Northeast Baptist Hospital, City Water Board, Central Moving and Storage and Sam's Wholesale.

D. Volunteer Advisory Council

A Workplace Literacy Council was formed early in the project. The council attended monthly and called meetings to review project implementation activities, the format of instruction and curriculum, and to assist in soliciting media support. Council members offered guidance and direction for the project and its programs. Represented were:

- The business community
- The education community
- Adult education specialists
- North San Antonio Chamber of Commerce
- Texas Employment Commission
- The Private Industry Council
- Intercultural Development Research Association
- The American Society for Training and Development
- The City Water Board
- Southwestern Bell Telephone Company

The Council continues to promote basic skills training at the worksite in the San Antonio area.

III. PROGRAM DEVELOPMENT

- A. Scope of Operation**
- B. Selection and Training of Staff**
- C. Recruitment of Employees**
- D. Registration and Placement Testing**
- E. Attendance Records**
- F. Instructional Format**
- G. Instructional Materials**
- H. Employee Recognition**

III. PROGRAM DEVELOPMENT

A. Scope of Operation

Each partnership was unique. The design and program development centered on the workplace environment of the specific business partner. This was the base line principle that directed each of the programs. Goals and objectives of the employer and employees, established during the needs assessment, were integrated into the instructional design.

B. Selection and Training of Staff

The men and women who participated as instructors were selected as much as possible based on their experience with adult education. The ideal workplace literacy instructor has broad-based skills in:

- Small group facilitation
- Individual goal and objective establishment
- Adult education
- Educational techniques
- Various education subjects and levels
- Excellent cross-cultural communication skills

Training of staff was limited by time and available funding, but instructors did attend a series of three meetings during which materials were surveyed for use in program design. However, little time was available for actually upgrading instructor skills. Fortunately, the program attracted seasoned educators with at least minimal adult education backgrounds. (See Appendix D – Staff Training)

C. Recruitment of Employees

The staff had to overcome a number of social biases in order to reach the employees who needed help. Adult workers were afraid and ashamed to admit poor skills. They did not want employers to know about their deficiencies nor did they want to be embarrassed by their peers. To successfully recruit from the targeted departments, efforts were made to reduce anxiety. Recruitment steps included:

1. Letters and flyers were circulated among employees long before actual classes were scheduled. (See Appendix E – Recruiting.)

2. Prospective participants met as a group and were provided a thorough briefing on the program.
3. Employers participated in the briefing to encourage employees to enroll in the program.
4. Employers accepted and supported the policy of the project that all classrooms be private and that employee information files be confidential.
5. Prospective participants were grouped based on work site and availability of work schedule.
6. Class schedules were based on employee desire, as possible.
7. Classrooms were accessible to employees who participated.

One partnership provided release time of one-half hour and the employee gave the remaining hour for each class. At other sites classes were held before or after work shifts on employees own time.

D. Registration and Placement Testing

The initial meeting with the students served as an opportunity for the instructor and the employees to meet and begin to know each other. As a part of the process, the instructor administered a placement test and established a record for each employee who enrolled. In this project the Adult Basic Learning Examination (ABLE) was used. The exam was another hurdle for the employees. The instructor had to explain in detail what the test was and its purpose as a tool to help the employee identify areas around which to concentrate during the program. (See Appendix F – Registration.)

Following the testing, instructors held a conference with each employee. The purpose was two-fold:

- to establish a dialogue with the employee and set individual goals and objectives to be accomplished during the program;
- to reinforce the concept that the program is employee oriented.

E. Attendance Records

For purposes of reporting contact hours to the North East School District and attendance to the funding agency a form was developed to register daily classroom attendance. (See Appendix G – Attendance Records.) Although no attendance requirements were established, employees were encouraged to make a personal commitment to improve

their basic skills through the period of the program. To reinforce the commitment of the program to employees, telephone contact was made to an employee who missed two classes. This personal interest and encouragement contributed to retention in the workplace literacy programs.

F. Instructional Format

The results of the placement exam, the employee conference and the review of workplace materials were blended to recommend a course of study for the employee. However, employees had the option to adapt or change that design to meet their own personal goals and objectives. Employees were charged with responsibility for their own development. This had a series of benefits:

- The employee could select material that was personally beneficial.
- The employee could tailor the program to meet specific job-related communication requirements.
- The employee could temper the learning pace to an acceptable stress level.
- The employee could establish a realistic learning challenge.

To assist the employee in making necessary decisions in the program, a class on goals and objectives setting was conducted in the beginning of the program. The first homework assignment was to write long range and short range self-development goals. The short range goal was to reflect an expectation of the program. The long range goal included intentions for the year after the program. The range of goals set by employees spanned learning the alphabet to attending college classes.

Once realistic goals were set, then some of the instructors had employees prepare a written contract which explained what was expected from the class. If both parties were satisfied, they signed it and placed it in the employee's personal folder. Where employees were unable to express themselves in writing, instructors assisted in composing the goals. This was yet another way to stress that the employee was in charge and was, therefore, responsible to and for the success of the program.

Each employee, with the instructor's guidance, developed an individual program of learning. From this point almost all instruction was individually facilitated. Occasionally, subjects surfaced which all employees wanted to study as a class. The primary objective of this method of instruction is to improve the overall attitudinal perspective of the employee about learning. In this project this method allowed employees to:

1. Learn "how to learn" through the process of seeking out knowledge and applying it;
2. Develop confidence in an individual's ability to learn;
3. Enhance self-esteem;
4. Improve specific educational skills.

G. Instructional Materials

The materials used by the employees were a combination of those selected from the work site and adult education commercial materials. (See Appendix H – Lesson Plans.)

The job site materials provided immediate application for the employees while improving reading and vocabulary skills. It should be noted, however, that all job-print materials are not necessarily usable. Each must be checked to determine the average reading comprehension level. In many cases, these materials are written at a level too difficult for employees to understand and must be rewritten or interpreted.

The traditional adult education books were excellent auxiliary materials. Employees could work in them at their own pace and could check their own work. These materials were mainly used in homework assignments to encourage employees to learn at an accelerated pace. Books were given to employees to keep and became an unexpected source of pride. It seemed to be tangible evidence that somebody really did want to help. It also gave them something to show family members and friends who encouraged their studies.

H. Employee Recognition

A recognition party was held during the last class of each program. Employees were given the option of participating or not depending on how comfortable they felt about the visibility of their being in the program. Employers, directors, managers, and supervisors were invited to share in refreshments and in the presentation of certificates. This activity proved to be a meaningful close for the employees. They were proud of the certificates and of the fact that their employers celebrated with them. (See Appendix I - Recognition)

IV. EVALUATION

A. Internal

B. External

IV. EVALUATION

This project was evaluated on the success or failure to accomplish four major objectives in terms of quantitative and qualitative outcomes. The objectives and the results achieved are listed. (Also see VI. Outcomes.)

Objective 1

To develop an awareness and acceptance in the business community of the need for literacy programs in the workplace by demonstrating a feasible and replicable workplace literacy program.

Results

Media exposure, mailings, presentations and brochures were used to establish a community wide network of education and business which supported the goal of the project and established acceptance of its philosophy and objectives. A breakfast was organized at the close of the project period which presented the business partners and the replicable design of the worksite programs. As a result, five more businesses have asked for programs.

Objective 2

To coordinate and facilitate the development of a maximum of four local workplace literacy partnerships serving a maximum of 150 Adult Basic Education (ABE) employees.

Results

Ten potential partners were recruited and a needs assessment was conducted with managers, supervisors and employees at each. A program was designed after an analysis of the data, then presented to the business. Of these, five workplace literacy partnerships were feasible. Instructors were hired to test interested employees for proficiency level, then curriculum was designed. The results of each program include:

BUSINESS	TIME PERIOD	ENROLLED	COMPLETED
San Antonio International Airport	4 months 3 hours/week 3 classes/2 depts.	26	14
North East Independent School District	3 months 3 hours/week 4 classes/3 depts.	36	25
Rousse Company	2 months 3 hours/week 2 classes/1 dept.	8	3
Aetna Life Insurance and Casualty	1½ months 2 hours/week 1 class/1 dept.	14	12
H.E. Butt Grocery Co.	2 months 4 hours/week 4 classes/11 depts.	36	22
5 Partnerships	2492 contact hours*	120	76

**This does not include tutoring that has continued past the program period at several sites.*

Objective 3

To present at conferences and workshops examples of the workplace literacy literacy partnership model being developed.

Results

The project coordinator contributed to a workshop panelist at one national conference sponsored by the El Paso Community College, "Literacy for a Global Economy." Presentations were also made at two state conferences: Texas A & M University's "Literacy and Community Conference" and Texas Education Agency's "Adult Education Southern Regional Conference." Several programs were also given at local civic organization meetings.

Objective 4

To develop a Workplace Literacy Program implementation guideline which includes a developmental model for creating partnerships, customized curriculum, and service delivery.

Results

This publication represents completion of the final objective. Copies are available from the North East Independent School District, 2523 Bitters Road, San Antonio, Texas 78217, and from the Texas Education Agency, Division of Adult and Community Education Programs, 1701 North Congress Avenue, Austin, Texas 78701-1494.

Monitoring and evaluation are very important aspects of a workplace literacy program in order to measure and document effectiveness. It consists of two components: internal evaluation and external evaluation.

A. Internal

The internal evaluation process of the project was a team effort involving staff, employee participants, business and industry management, instructors and Advisory Council members. Progress was reviewed at regular intervals and at project milestones. Reporting was difficult due to the demand of funding agencies for documented results too early in the project period. For future programs, the project recommends that progress be reported at regular intervals with data appropriate to each period of the project.

Testing instruments for evaluation in the workplace setting need to be developed. They should be uniquely designed for each worksite and should reflect the content of the instruction, as well as the goals and objectives of employee and employer.

An informal evaluation of the employees was conducted with questionnaires, interviews and the instructor's observation of each employee's progress. These were conducted throughout the program to ascertain if employee and employer objectives were being met. A folder or portfolio was kept on each employee which contained writing goals, learning goals and objectives, test scores, etc.

Personal interviews with supervisors and managers proved to be very helpful in evaluating employees. They work closely with the employee and are, therefore, more able to evaluate progress in a given job assignment.

Employees were encouraged to help evaluate their own success and progress at the end of the program, in light of the goals they developed at the beginning. Considerations in the evaluation processes were self-concept, and attitudes toward job, family and the future.

A formal evaluation of the employees was conducted with standardized tests to measure progress. These tests were given at the beginning and end of the instructional period. The ABLE (Adult Basic Learning Examination) was used, along with job-related pre- and post-tests that were developed. These additional tests were designed for each particular job assignment. (Appendix J — Pre- and Post-Tests)

Program evaluation involved the use of questionnaires and personal interviews with the business partner contacts, employee participants, instructors and Advisory Council members. Evaluative forms were adapted to reflect the goals and objectives of each employer and employee. (Appendix K — Evaluation Questionnaires)

The following areas were examined:

1. Goals and objectives
2. Logistics of arranging classes
3. Recruitment and registration
4. Instructional Format
5. Instructional materials
6. Instructors
7. Administration and management of program

B. External

Dr. Wayne Pate of the Texas Education Agency in Austin, was a contact person throughout the project. He gave valuable recommendations and suggestions to the project coordinator.

Mrs. Anne Lomperis, of Language Training Designs, Coral Gables, Florida, a private consultant on workplace literacy, shared her expertise by telephone and an on-site visit.

At the midpoint of the project, a monitoring visit was conducted by Dr. Maija Wimer of the Texas Education Agency. No discrepancies were noted.

Dr. Mike McCallister and Dr. Don Seaman, from Texas A&M University, were the official external evaluators of the project. They provided tremendous support and encouragement. Throughout the implementation of the project, each made several trips to San Antonio. Classes at the worksites were visited and employee participants, instructors, and business representatives were interviewed.

Critical in retaining maximum benefit from the evaluations for use in future projects was the consolidation of personal comments from the external evaluators, supervisors and instructors. The external evaluators commented, "Despite the constraints that this project experienced, the workplace literacy project, nevertheless, provided excellent service to the students and businesses with which it worked. This project is a fine example of responding to the needs of the community, working with available resources, and striving for quality in the face of adversity."

Feedback from employee evaluations included:

"I would like to see the program continued because the classes started me in a positive direction."

"This course helped to build my confidence on the job."

"The class I attended gave me the push I needed to get my GED and enroll in San Antonio College in the fall."

"I feel more comfortable now talking to my supervisor or older people."

"It was very convenient because I just come here to class right after I finish work."

"The class helped me count money after I finish lunch."

"I learned to do some things in my head instead of using the calculator."

"My family is so proud of me for trying to learn even when I am older."

"This class made me start paying attention to my work and it brighten up my head."

"My teacher worked with me and attended to all my needs."

"I hope lots of people will get involved."

"This class taught me to break down recipes."

"Please make the classes longer, it will help us all."

"I think people that are in need of such help need the class to be continued."

"It helped me to get along with others at my job."

"I read more with my kids now."

"This course showed me this company is willing to help those who want to help themselves."

"This class helped me a lot. Now I can tell my kids to buckle down and study hard because education is very, very mportant."

Comments from evaluations by managers, supervisors and directors include:

"The individualized help our employees received was great, but we have only touched the tip of the iceberg."

"The time frame was too short and more dollar commitment is necessary."

"The program should very definitely be continued. We are currently trying to find money in our budget to keep it alive on an in-house basis."

"Most notable of improvements in job performance are the signs of receptiveness of instruction and a lifting of personal self-esteem which helps the employee feel he can grasp his task and perform his duty more to the desires of supervisors."

"The instructors worked very hard to design lessons around work life."

V. BARRIERS AND RECOMMENDATIONS

- A. Time Frame**
- B. Resources**
- C. Class Space**
- D. Varied Proficiency Levels**
- E. Employee Motivation**
- F. Attitudes**

BARRIERS AND RECOMMENDATIONS

A. Time Frame

Severe time constraints were not conducive to producing a top quality program. Commercial and job-print materials, such as recipes, safety instructions, accident report forms, etc., should be integrated into job-related lessons plans. The project did not have adequate time for front end analysis at each worksite before instruction began. More time also was needed to analyze business objectives and materials, to integrate them into a complete instructional program and to train instructors.

A minimum of two years should be allowed to develop a workplace literacy project and to implement the first year of instruction at the worksites. Where multiple year funding is not feasible, a planning grant could be used to form a community network and a project advisory council, to identify and assess potential business partners and to recruit and train staff and instructors. Moreover, the project can expand the number of business partnerships to be established, thereby making a greater impact on the community. The second year activities could then concentrate on designing a quality instructional program; and on producing materials that could be used at similar worksites.¹

B. Resources

1. Financial. Given the projected scope of the project, the staff was hindered by the restricted budget in some line items. The situation was somewhat relieved when the size and scope of the original application was revised. Accounts were adjusted to help meet the needs of the revised design and to assure quality instruction at the workplace.

Workplace Literacy programs need long-term budgeting rather than the current short-term, quick results type of funding. An adequate funding cycle allows the project to attract full-time professional staff and instructors. Moreover, employees should not be asked to commit their time and to submit themselves to the ridicule they suffer from fellow employees for a program that is unwilling to offer a stable and continuing opportunity to reach learning goals.

2. Human. There was a limited pool of qualified instructors who were willing to work for such a short term. There were further limitations in securing instructors with experience in adult education, particularly cross-cultural, and workplace literacy curriculum development. Funding needs to be available in the project budget for staff development and training so that qualified and committed instructors can receive the additional training needed to perform their tasks with confidence and skill.

The following are suggestions for areas of staff development and training of instructors:

- Job task analysis
- Developing materials and lessons from work documents and interviews
- Adapting commercial materials for employees
- Developing pre- and post-assessment tests
- Identifying appropriate standardized tests to measure progress
- Group participation and teamwork
- Participation education and adult education methodologies
- Cross-cultural awareness
- Employer and employee expectations
- Recruiting and retraining employees

In spite of limitations on time and remuneration, the instructors in this project worked together as a team. They shared insights and materials and supported one another's teaching styles. It was that camaraderie that reflected itself among the employees of each program. Even during adversity, they remained committed to the task and sensitive to the needs and aspirations of the employees. The instructors' evaluation of the project stressed their desire for continuation and expansion of the program.

C. Class Space

There is not always space available at a worksite for a literacy program. At one partnership worksite there was no space, so a nearby church was recruited for classes. The church not only donated its classrooms, but also graciously prepared coffee each morning for the instructor and employees. At other sites, business meeting, training, or conference rooms were made available for the program. But when there was a conflict of schedules, it was the class that had to be moved. This is often unsettling for the employees, but can go more smoothly when the instructor is prepared for these disruptions.

The most difficult program to schedule was a business partner that had three work shifts and changed shifts weekly. The space for classes also had limited time slots available. Employees not only had to continually change the class they attended (there were two offered), but often were kept for overtime or a second shift. Instructors had to bring continuity where little was possible under these restraints. Business partners need to be more sensitive to the factors which enhance learning and be more willing to give priority on employee time and class space for the workplace literacy program.

D. Varied Proficiency Levels

Employees in each program had different levels of proficiency and various goals they wished to achieve during the program. Instructors had to structure the classes to accommodate everyone. Volunteers were recruited to tutor at each worksite. They provided the individual attention needed in a class of varied level learners. Tutors worked predominately with those in the lower level and with employees who were trying to achieve certification for job advancement.

At four of the worksites employees worked in the same department of the business. Job tasks covered by the instructor were similar and directly related to one another.

- However, one program had employees from many departments. This meant that a wide variety of job tasks, as well as proficiency levels, had to be covered. The project was concerned that the quality of the program for individuals would have to be sacrificed to accommodate this. But the program produced unexpected results.

Like the other worksites, the class members developed a deep appreciation for each other and learned to work as a team during the course of the program. In addition, the employees from varied departments learned to appreciate each other's job tasks and the role each department plays to produce a first rate business and quality products.

E. Employee Motivation

Employees often depend on others for transportation to the jobsite. To participate they must locate alternatives or spend additional travel hours using the public bus system. Employees whose work shifts do not piggyback with the class schedule are required to hang around before or after work in order to participate. Moreover, a business may

avoid assigning overtime to employees who are enrolled in classes in an effort to cooperate with the program. If so, few employees at the income level of potential participants would be financially able to make such a sacrifice in order to participate.

To compensate for the intangible cost for employees to attend classes, employers should consider offering some remuneration. Recommendation from this project is to allow one hour of financial compensation for every two hours of class attendance from employees who complete the program. Both employer and employee can benefit and contribute in such an arrangement. This type of motivation is often offered to employees who attend approved job-related courses at local colleges and trade schools.

F. Attitudes

Although many businesses offer benefits to employees who wish to upgrade their skills or attend job-related post-secondary courses, few encourage basic skills training or feel this level of education is worthy of company reimbursement or underwriting. Moreover, when such a program is set up in isolation, participants risk public ridicule for their limitations. Basic skills at the worksite should be integrated into the overall training program of the business. It is important that participants not be distinguishable from employees recruited for other worksites training, such as personnel policies, job skills, job safety, quality control.

VI. PROJECT OUTCOMES

- A. Quantitative**
- B. Qualitative**

VI. OUTCOMES

A. Quantitative

- Needs assessments were conducted at ten businesses; five workplace literacy partnerships were established and fourteen courses were conducted.
- Screening and testing were administered to 139 employees at the five worksites; 120 enrolled in classes and 76 completed the course.
- Presentations were made at one national and two statewide conferences. Programs on workplace literacy were conducted for local civic, educational, and professional business organizations.
- A community-wide Business Breakfast attended by 180 representatives of business and education, was held at the close of the project period. As a result, five businesses have requested needs assessments and four have offered to fund a workplace literacy program next year for their employees.
- Marketing activities and a mass-mailing resulted in inquiries, requests for speakers, and offers of tutors from businesses, schools, professional organizations and the media.
- Free technical assistance for next year has been obtained from Development Assistance Corporation, Dover, New Hampshire. San Antonio International Airport will be one of nine national workplace literacy program sites targeted for extensive training to staff and instructors of the educational partners and management of the business partners.
- Formal, summative evaluations of business partners through questionnaires and interviews of managers and supervisors resulted in 100% response in support of a continued program.
- Formal, summative evaluation of employees who completed the program at their worksite was conducted through questionnaires and interviews. This resulted in 100% response in support of such a program as valuable both personally and on the job.

B. Qualitative

- Enrolled employees who were pleased with the program recruited co-workers and talked to supervisors about their progress. One participant from Thailand, in an English as a Second Language class at the H.E. Butt Grocery Company Distribution Center, recruited two friends and took them with her to the next class session. All three finished the program.
- Data collected during the needs assessment at each business supported internal management's efforts to convince upper level management of basic skills deficiencies among employees.

The following vignettes from instructors give insight in the value of the project:

An older woman struggled to learn to write left-handed because of a permanent injury to her right hand. She was able to write a letter to her son for the first time in years...Another employee surprised himself by writing his first essay for the teacher. He thought he did not know enough to write at all...Over brunch employees were soon talking about fractions and how to solve math problems. They even challenged their supervisor to help them on a particularly tough equation.

While informally talking with my students, who were all food service employees, one spoke of her regret on not completing high school. Now that she has two children, is divorced and works at the cafeteria, she really could not see her way clear to finish her education. She wanted to be a teacher, but felt she was too far behind. Upon assessment, it was felt her greatest need was in writing and a brush-up on math skills. Lesson were tailored to her individual needs. G.E.D. materials were used to cover math, spelling, grammar, and social studies. After meeting twice a week for six weeks, the employee was encouraged to take the G.E.D. tests. She passed all five tests with flying colors and is presently enrolled in San Antonio Junior College. Her next step is to become a teacher.

A few minutes before class began, the instructor was speaking with some of the students and asked what they saw as their greatest immediate need in the way of reading, writing and math. Several mentioned the need to learn more math, one wanted to learn how to write checks. He had been handing his checkbook to the cashier to fill out the check. The instructor perceived this as an immediate need and incorporated the information into her lesson plans. Employees were taught the advantages of using checks, direct deposit, parts of a check, completing check stubs, endorsing, making deposits and understanding monthly bank statements. A week later, after class, the employee who had needed information came to the instructor and said, *"I wrote my first check today."* This was all the thanks the instructor needed.

VII. CONCLUSION

CONCLUSION

Significant goals and objectives of the project were met despite frustrations and disappointments during implementation. This was due to continuous evaluation and adaptation of our time and resources.

As this pilot project comes to a close, it is anticipated that it will be the beginning of a long range effort in workplace literacy throughout the community. It has initiated collaboration and coordination between education, business and labor to build a quality work force. But, as always, care must be given to avoid overlapping and duplication. The roles and responsibilities of each segment of society need to be identified and strengthened.

It is the expectation of the writer of these guidelines, that the program will not only survive but will expand and involve new partnerships in education and business. An upgrading of basic job-related skills in the workplace will not only contribute to a revival in the economy of San Antonio, but will have lasting effects on those who participate in the program.

It has been a unique privilege to work with so many dedicated and skilled associates in this timely effort. All have been made acutely aware of the need and have experienced the workable solution. Now it is imperative to move forward with a renewed commitment of responsible individuals to the waiting opportunities.

VIII. BIBLIOGRAPHY

VIII. BIBLIOGRAPHY

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IX. APPENDICES

APPENDIX A. Marketing Materials



Community Education

North East Independent School District

2523 BITTERS ROAD - SAN ANTONIO, TEXAS 78217 - 512 - 657-8866

WORKPLACE LITERACY PARTNERSHIP PROJECT

PURPOSE:

To eliminate the widening gap between the current levels of functional literacy in the workforce and rising demands for literacy-based job skills anticipated by the turn of the century.

OBJECTIVES:

- Bring education to the workforce in the workplace.
- Create a workforce prepared to adapt to the changes in the workplace.
- Close the gap between the current needs of the workplace and workforce capabilities.
- Improve productivity and ability to compete in the international market.
- Invest in human capital for the welfare of society and brighter tomorrow.

WORKPLACE PARTNERSHIPS:

North East Independent School District

Rouse Company/Central Park and North Star Malls

San Antonio International Airport

H.E. Butt Grocery Company

AETNA Life Insurance and Casualty Company

Other corporations and agencies will be targeted in the following months.

PROJECTED CURRICULA:

Will be designed to include the specific job tasks and job-related vocabulary of the workers.

Will build on the employee's previous knowledge of the job content.

Job materials already in use will be used as part of the instructional texts.

Instructional materials will be applied to the goals of the company.

English as a Second Language, basic literacy (grade equivalents 0-4) and intermediate level literacy (grade equivalents 5-8) instruction of workers will be developed and implemented.

Emphasis on communication skills, self-discipline, reliability, accepting responsibility, listening skills, ability to process information, and respect for others will also be integrated into the learning experience.

BENEFITS:

Increase productivity of the workplace and the ability to compete as a state and nation in the international marketplace.

Reduce the illiteracy level in San Antonio.

Communication among workers and with management will be strengthened.

The unemployment rate will be decreased.

Business and education will work together to develop a quality workforce.

The workplace will become more effective, efficient, and safer from accidents and drugs.

Development of first-rate employees who will deliver excellent service and produce quality made in the U.S.A. at a marketable price.

INTRODUCTION TO WORKPLACE LITERACY

Workplace Literacy is the development and implementation of basic skills instruction for employees at the worksite. The "seed money" has been made available to the San Antonio area through a grant award from Texas Education Agency Adult Education Special Projects. In a joint effort the Department of Community Education, North East Independent School District and businesses are addressing the needs of a changing workplace and the skills that employees must have in order to successfully adapt to those changes.

Businesses in the community that accept the challenge, and take decisive action to upgrade the basic skills of their employees, will see improvements in work quality and productivity. Employers will also contribute to an improved quality of life for employees and a brighter tomorrow for all of San Antonio.

"Workplace Literacy Partnership" *A Model Demonstration Project*

Sponsored by
Community Education,
North East
Independent School District



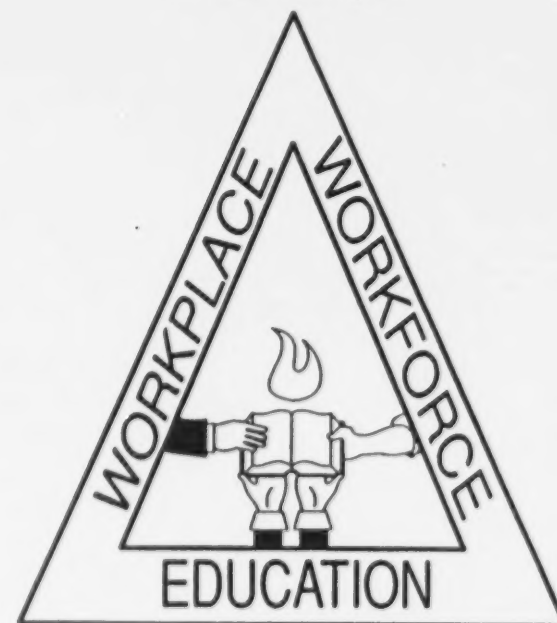
Funded by a
Texas Education Agency Adult Education
Special Projects Grant

For further information, please call:

Marie Jester
Project Coordinator
(512) 657-8866

WORKPLACE LITERACY

*Basic Skills for the Workforce
at the Workplace*



"The function of industry is not just the making of goods; the function of industry is the development of people."

— Dr. Edwin Land, Polaroid Corporation



North East Independent School District

2523 BITTERS ROAD - SAN ANTONIO, TEXAS 78217 - 512 - 657-8866

Community Education

September 26, 1989

Dear Literacy Advocate:

This letter is sent to you due to your interest and involvement in adult literacy. North East Independent School District Community Education has received approval for a competitive Workplace Literacy grant through the Texas Education Agency Adult Education Special Projects.

We are grateful for this seed money to help improve the basic skills of employees in business and industry. This is an effort to narrow the gap between workplace needs and workforce capabilities.

North East Community Education will be forming partnerships with businesses. Basic skills, English-As-A-Second Language, and GED preparation classes will be offered at the worksite. The curriculum will be designed to meet the goals and objectives of employers and the unique needs of employees.

We are in the initial stages of developing this project. If you are interested in further information as the project is implemented, please use the above address or phone number.

There is much to be accomplished in the effort to improve basic skills in the workplace. We are pleased to offer this program in San Antonio.

Sincerely yours,

Marie H. Jester, Coordinator
Workplace Literacy



North East Independent School District

2523 BITTERS ROAD - SAN ANTONIO, TEXAS 78217 - 512 - 657-8866

Community Education

October 31, 1989

Dear Principal:

This letter is in reference to the partnership agreement between the Division of Instruction and the Division of Operation of North East Independent School District in planning and implementing an effective job-related employee basic skills program. This program is being made possible through a Texas Education Agency Special Projects grant.

The "seed money" provides for the delivery of classes in English As A Second Language, and Adult Basic Education in reading, writing, and math. GED preparation classes will also be offered. These classes are free. They will be designed to meet workplace needs and will build on the employees' prior knowledge of a job content area to teach new concepts.

In the next few days I will be meeting with the Directors of Transportation, Food Service, and Maintenance to formulate plans for a needs assessment of employees at your school and the Central Office complex. Shortly, I will be sending you copies of a needs assessment questionnaire and will appreciate your arranging to have someone to conduct the survey and return the results to my office. I will then compile the responses and organize the appropriate classes. We anticipate holding classes at several school sites.

Since visible and ongoing support from district administrators is a key ingredient for success of the program, please know how much I appreciate your input and cooperation. Some of you have already referred employees to me who are in need of basic skills.

If you need further information, please feel free to call me at 657-8866.

Sincerely,

Marie Jester
Workplace Literacy Coordinator



EDDIE BERNICE JOHNSON
SENATOR
DISTRICT 23

Committees
EDUCATION
HEALTH AND HUMAN
SERVICES
INTERGOVERNMENTAL
RELATIONS
Subcommittee
URBAN AFFAIRS

The Senate of
The State of Texas

CAPITOL OFFICE
P.O. Box 12068
Austin, Texas 78711
512/463-0123

DISTRICT OFFICE
400 S Zang Blvd
Dallas, Texas 75208
214/942-0123

September 29, 1989

Ms. Marie H. Jester
N. E. Independent School District
2523 Bitters Road
San Antonio TX 78217

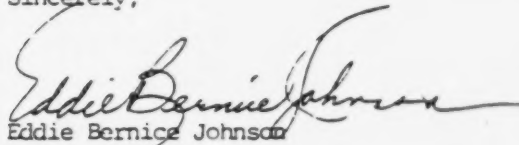
Dear Ms. Marie H. Jester:

Thank you for your letter of September 22, 1989, regarding the 'Workplace Literacy' grant. The program that you summarized should "narrow the gap" between the needs of the workplace and the satisfaction of those needs. As you are in the early stages of implementing this grant, I am requesting information concerning your progress.

As a member of the Senate Education Committee, let me reiterate my strong support for the work towards improving the basic skills and literacy of the individuals of our great state of Texas. May you be a good example of the advancing achievements, hoped for by all.

If I may be of any assistance, please do not hesitate to contact my office.

Sincerely,


Eddie Bernice Johnson

EBJ/gln



CHET BROOKS
STATE SENATOR

Senate Chamber
Austin, Texas 78711

October 12, 1989

DEAN OF THE SENATE

CHAIRMAN
HEALTH AND HUMAN SERVICES
VICE CHAIRMAN
ADMINISTRATION
MEMBER
EDUCATION
FINANCE
NOMINATIONS

PRESIDENT PRO TEMPORE (1992)

Ms. Marie H. Jester
Coordinator of Workplace Literacy
North East I.S.D.
2523 Bitters Road
San Antonio, Texas 78217

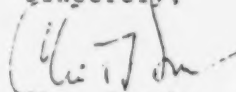
Dear Ms. Jester:

Thank you for your note about the Workplace Literacy
grant approved through the Texas Education Agency
for the North East I.S.D.

I appreciate your efforts toward eliminating illiteracy
in your community.

Please let me know whenever my staff or I can be of
assistance.

Sincerely,



Chet Brooks

CB/dk

AMERICAN SOCIETY FOR
TRAINING AND DEVELOPMENT



1630 Duke Street
Box 1443
Alexandria, VA 22315

703-683-8100
FAX 703-683-8103

October 10, 1989

Ms. Marie H. Jester
Coordinator of Workplace Literacy
North East Independent School District
2523 Bitters Road
San Antonio, Texas 78217

Dear Ms. Jester:

I was extremely interested in your letter about the Workplace Literacy project. As you may know, ASTD has recently completed a book and manual on workplace basic skills which will be available through Jossey-Bass Publishing in April, 1990. The book and manual are based on the tenet that workplace learning or the applied approach to learning as well as providing the basic skills employers want are tantamount to the effectiveness of training in basic skills.

I look forward to receiving updates on your project and hope you achieve the desired results.

Sincerely,

Janice Villet
Writer-Researcher
DoL Project

JV/gct

Program Participants

- Dr. Forrest P. Chisman Director of the Southport Institute
Washington Office*
- Mrs. Marguerite T. Harris . . Manager HR Training and
Development H.E. Butt Grocery
Company*
- Mrs. Marie Jester Coordinator, Workplace Literacy Program
North East Independent
School District*
- Dr. Richard A. Middleton . . Superintendent, North East
Independent School District*
- Mrs. Arline Patterson Community Education Director,
North East Independent
School District*
- Mr. Noah A. Rodriguez Director Bilingual Education
Harlandale School District*
- Miss Linda Wasserman Public Relations Manager
San Antonio International Airport
Chairperson, Workplace
Literacy Advisory Council*
- Mr. Robert S. Wilson General Manager, San Antonio Light
President, North San Antonio
Chamber of Commerce*

Special thanks to the following contributors

*H.E. Butt Grocery Company
North East Independent School District
North San Antonio Chamber of Commerce
Prentice Hall
Radisson Hotel
Southwestern Bell
Steck-Vaughn*

Workplace Literacy Business Breakfast



*June 8, 1990
7:30 - 9:00 a.m.
Radisson Hotel - Airport*

*Sponsored by North East Independent School
District Community Education and the
North San Antonio Chamber of Commerce.*

Program

Opening Remarks Linda Wasserman

Invocation Noah A. Rodriguez

*Welcome Dr. Richard A. Middleton
Robert S. Wilson*

Partnership Report Marguerite Harris

Guest Speaker Dr. Forrest P. Chisman

Closing Remarks Linda Wasserman

"No issue is as critical to the future of America as illiteracy in the workforce. We simply cannot allow this nation to enter the 21st century without a literate, skilled, and flexible workforce. From individual businesses to entire industries, the effect of a workforce unprepared for an information-based, service-oriented economy will be devastating."

James E. Duffy, President of Communications,
ABC Broadcast and Network Divisions,
Capital Cities/ABC, Inc.

NESD sponsors literacy workplace partnership

"Seventy-five percent of the American workforce in the year 2000 are adults today, and 20-30 million have serious problems with basic skills," says Forrest P. Chisman of Project Adult Literacy.

The Community Education Department of North East School District realized the threats this problem poses, and is meeting the challenge of adult education by

sponsoring a Workplace Literacy Partnership project.

NESD Workplace Literacy coordinator Marie Jester explains that the project includes learning opportunities in three primary areas: daily for their employees can contact Jester at 657-8866.

Workplace Literacy is funded by a federal grant from the Texas Education Agency Adult Education

Projects. Texas received two of these grants at \$49,000 each. The other grant will go to Abilene.

Jester feels that NESD was given the grant because of its awarding winning exemplary program of community education.

"The Community Education Department at NESD is to be commended," Jester says, "for their vision and work that have brought

this program about."

Adult Basic Education (ABE)(reading, writing and math), English as a Second Language (ESL)(three levels — grammar and conversational skills), and General Education Development (GED).

All classes are tailored to the specific work site needs and will integrate on-the-job materials into the curriculum.

Six paid instructors will teach the classes, while volunteer tutors will help on a one-to-one basis. The classes will be taught in six-, eight- and 10-week modules.

Business people interested in tailoring a literacy program specific-

Expert seeks help educating workers

Many people who are holding jobs today have only basic skills and can't keep up with changing technology, a literacy expert said Friday.

"A lot are working poor, at the bottom of the employee ladder and incompetent. Some were competent, but the economy has been moving along and we've raised the bar on them," said Dr. Forrest Chisman, referring to the practice of raising a bar to force athletes to jump higher.

Chisman, director of the Washington office of Southport Institute, is promoting federal legislation to fund programs that reach employees who need help.

Chisman told more than 200 business leaders during a breakfast at the Radisson Hotel-Airport that literacy is a "life or death economic issue" because it is tied directly to the economic health of a state.

Many businesses try to get involved at the source, the schools, but that doesn't solve the problem of workplace literacy.

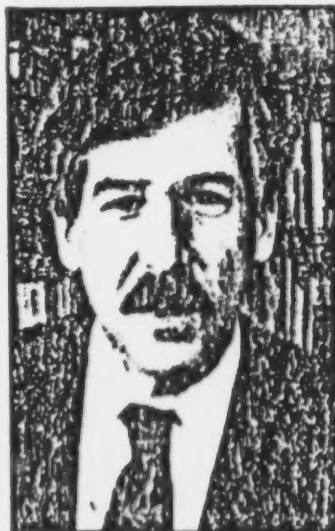
"As the bar has been raised, as skill requirements for the lowest level jobs have become more demanding, you must solve it by creating a work force you need to help you succeed," he told employers.

Few such programs exist today, and most are funded by grants that can disappear, said Chisman, author of "Government for the People: The Federal Social Role."

North East School District implemented pilot literacy programs in businesses in its district during the past year and sponsored the breakfast in cooperation with the North San Antonio Chamber of Commerce to introduce the idea to others.

"It's different than any other literacy program because it deals with people already on the job," said Linda Wasserman, chairwoman of the workplace literacy advisory council for North East School District.

"It brings teachers into your business to teach a program tail-



Dr. Forrest Chisman says literacy is vital to the economy.

ored to your business. They might use employee handbooks, insurance forms or instruction manuals for machinery," explained Wasserman, who is also public relations manager for the San Antonio International Airport.

— By GINGER HALL

Worksite literacy is focus of speech

■ Dr. Forrest P. Chisman, director of the Southport Institute in Washington, D.C., will be the speaker at a June 8 breakfast to highlight the Workplace Literacy Demonstration Project.

Educators and business people are invited to the 7:30 a.m. event at the Radisson Hotel Airport, which is co-sponsored by the North East School District community education department and the North San Antonio Chamber of Commerce.

Cost of tickets is \$10. For reservations, call the chamber at 344-4848 or Marie Jester at the school district at 657-8866 by Tuesday.

The project's advisory council, headed by Linda Wasserman, was formed last fall to help bring General Educational Development preparation classes into the workplace and to help design a curricu-

Briefly

lum for basic reading, writing and computation skills.

Chisman has written a book about The federal government's role in adult literacy.

APPENDIX B. Needs Assessment Forms

ADULT BASIC EDUCATION
NEEDS ASSESSMENT QUESTIONNAIRE
FOR
EMPLOYEES

1. Do you have a G.E.D. or a High School Diploma? (If yes, skip to question #5). _____ Yes _____ No
2. Do you wish to get a G.E.D. or a High School Diploma? _____ Yes _____ No
3. What was the last grade that you attended? _____
4. Do you feel that a G.E.D. would give you a better chance to get a promotion? _____ Yes _____ No
5. What language do you speak better than English? _____
6. Would you like to take an English language class? _____ Yes _____ No
7. Do you think work would be easier if you could speak English better? _____ Yes _____ No
8. Do you think you could do more things if you could speak English better? _____ Yes _____ No
9. Do you feel that your abilities to read, write, and perform arithmetic cause you to have difficulties in everyday situations? _____ Yes _____ No
10. Would you like to take a class to improve your skills in reading, writing or arithmetic? _____ Yes _____ No
11. Would you be able to spend time in classes other than during your work hours? _____ Yes _____ No

ADULT BASIC EDUCATION
NEEDS ASSESSMENT QUESTIONNAIRE
FOR EMPLOYEES

We are considering offering the following classes. If you feel that your skills need improvement and that you would like to take the class, please check.

Classes being offered

Yes, I would like to attend

E.S.L. - English-As-A-Second-Language. This class is for people who speak a language other than English and want to speak English better. This course will cover conversation, reading and writing.

A.B.E. - Adult Basic Education. This class is for people who feel that their abilities to read, write, and perform arithmetic are so poor as to cause difficulty in everyday situations.

G.E.D. - Preparation. This class is for people who feel that they need some help preparing for the General Education Development (GED) tests.

If you have "checked" a class that you wish to attend, please show the time(s) you are able to come to class.

_____ I would like to attend before work.
For example: 7:30 a.m. - 9:00 a.m.

_____ I would like to attend during work hours only.
For example: 2:30 - 4:00 p.m.



H.E.B.
SADMC Partners

H.E.B. with the help of the North East Independent School District Community Education Program, is thinking of offering basic skills classes in reading, writing, math, and English grammar. If you feel that your skills need help and that you would like to take the class, please take the time to read and complete this short questionnaire. This will help us to know your needs. You do not have to give your name unless you would like to do so.

Thank you for your help.

Partner Questionnaire

1. What was the last grade that you attended in school?

2. What language do you speak better than English?

3. Would you like to take an English language class?
_____ Yes _____ No
4. Do you think work would be easier if you could speak English better?
_____ Yes _____ No
5. Do you think you could do more things if you could speak English better?
_____ Yes _____ No
6. Do you have problems in everyday situations which could be solved if you improved your skills to read, to write, and to do math?
_____ Yes _____ No
7. Would you like to take a class to improve your skills in
reading? _____ Yes _____ No
writing? _____ Yes _____ No
speaking? _____ Yes _____ No
math? _____ Yes _____ No

We will get back to you with more details as soon as the results are in.

(Please fold and staple this form before you return it to your supervisor.)



Central Moving and Storage Employees

Central Moving and Storage, in cooperation with the North East Independent School District Community Education Program, is considering offering basic skills classes in reading, writing, math and English grammar. If you feel that your skills need improvement and that you would like to take the class, please take the time to read and complete this short survey. This will help us determine our needs. You do not have to give your name unless you desire to do so.

Thanks in advance for your cooperation and help.

Employee Questionnaire

1. What was the last grade that you attended in school?

2. What language do you speak better than English?

3. Would you like to take an English language class?
_____ Yes _____ No
4. Do you think work would be easier if you could speak English better?
_____ Yes _____ No
5. Do you think you could do more things if you could speak English better?
_____ Yes _____ No
6. Do you feel that your abilities to read, to write and to perform arithmetic cause you to have difficulties in everyday situations?
_____ Yes _____ No
7. Would you like to take a class to improve your skills in reading, writing, conversation or arithmetic?
_____ Yes _____ No

We will get back to you with more details as soon as the results are compiled.

ADULT BASIC EDUCATION
NEEDS ASSESSMENT QUESTIONNAIRE
FOR
MANAGERS

Date: _____

1. Name: _____
Position: _____ Company: _____
Company Address: _____
Phone: _____
2. What percentage of the workforce at the company is:
Limited English Speaking _____
Non-English Speaking _____
3. Check nationalities represented in your workforce:
____ Indo-Chinese
____ Filipino
____ Spanish speaking
____ Other
4. What jobs do your employees perform?

5. Which jobs pose special problems or difficulties for employees?

6. What solutions would help alleviate problems relating to employees?
____ a. Instruction to aid employees in understanding and completing specific forms.
____ b. Instruction relating to specific job duties.
____ c. Instruction with heavy emphasis on oral communication.
____ d. Instruction with heavy emphasis on reading and writing skills.
____ e. Instruction with heavy emphasis on math skills.
____ f. Other

ADULT BASIC EDUCATION
NEEDS ASSESSMENT QUESTIONNAIRE
FOR
SUPERVISORS

Date: _____

1. Name: _____
 Position: _____ Company: _____
 Company Address: _____
 Phone: _____

2. What jobs do the employees whom you supervise perform?

3. In what areas do communication problems arise?

	Major	Minor	None
Understanding job duties	_____	_____	_____
Understanding instructions	_____	_____	_____
Following directions	_____	_____	_____
Following production changes	_____	_____	_____
Following safety rules and practices	_____	_____	_____
Understanding work error	_____	_____	_____
Correcting work error	_____	_____	_____
Reporting problems	_____	_____	_____
Understanding company policy	_____	_____	_____
Calling in sick	_____	_____	_____
Complying with attendance/punctuality policies	_____	_____	_____
Asking for clarification when necessary	_____	_____	_____
Awkward situations arise because employees do not understand general conversation	_____	_____	_____

4. Which forms are most difficult for employees to understand and complete?

	Major	Minor	None
Time cards	_____	_____	_____
Production quota records (job vouchers)	_____	_____	_____
Error notices	_____	_____	_____
Safety warnings	_____	_____	_____
Company newsletters	_____	_____	_____
Company notices	_____	_____	_____
Other	_____	_____	_____

5. Check solutions which you think would help alleviate problems relating to employees?

_____ 1. Instruction to aid employees in understanding and completing specific forms

_____ 2. Instruction relating to specific job duties

_____ 3. Instruction with heavy emphasis on oral communication

_____ 4. Instruction with emphasis on basic reading and writing skills

_____ 5. Instruction with emphasis on math skills

_____ 6. Other _____

APPENDIX C. Partnership Agreement

**PARTNERSHIP AGREEMENT BETWEEN
NORTH EAST INDEPENDENT SCHOOL DISTRICT (NEISD) COMMUNITY EDUCATION
AND THE H.E.BUTT GROCERY COMPANY**

This Partnership Agreement is hereby executed between the North East Independent School District Community Education and the H.E.Butt Grocery Company, City of San Antonio and the County of Bexar, Texas.

THE PARTIES OF THIS AGREEMENT:

Agree to coordinate their literacy and training to enhance delivery of the optimum services to the participants in need of remediation, academic upgrading and individuals with limited English proficiency.

NORTH EAST INDEPENDENT SCHOOL DISTRICT:

Will be the grant recipient assuming responsibility for Administration, Operation, Education, Training, and other services as needed to enhance the delivery of services by the program;

Will provide instruction at times convenient for employees in basic skills, ESL, and GED preparation;

Will develop job-related curricula;

Will hire and train teachers in relationship between skills and requirements of the workplace;

Will monitor and adjust to meet needs and report on progress of the project;

Will publicize the project at local, state, and national levels;

Will assist with evaluation of the project;

Will be responsible for all reports to the Texas Education Agency, including financial management.

H.E.BUTT GROCERY COMPANY:

Will provide space and utilities for adult education classes;

Will provide parking for instructors;

Will recruit and refer employees to the program;

Will publicize the workplace literacy project in industry publications;

Will supply some classroom materials;

Will give visible management support to the program;

Will provide remuneration for one instructor when the Project funds through North East Independent School District are expended;

Will assist with the evaluation of the project.

H.E.Butt Grocery Company and North East Independent School District representatives will also meet as needed to discuss and resolve problems and communicate to ensure quality control. The parties of this agreement represented below (signed) have taken this action as a demonstration of a firm partnership commitment.

FOR H.E.BUTT GROCERY COMPANY

FOR NORTH EAST INDEPENDENT SCHOOL DISTRICT

Signature

Signature

Title

Title

Date

Date

APPENDIX D. Staff Training

Name: _____

(Print) Last	First	Middle
--------------	-------	--------

Current Position: _____

<u>Date</u>	<u>Location</u>	<u>Hours</u>
-------------	-----------------	--------------

Total: _____

Supervisor: _____ Date: _____

WORKPLACE LITERACY
TUTOR APPLICATION

NAME: _____ DATE: _____
 (Last) (First)

ADDRESS: _____
 (Street) (City) (State) (Zip)

TELEPHONE: (Home) _____ (Work) _____

EDUCATIONAL BACKGROUND: _____

SPECIAL SKILLS/PROFESSIONAL BACKGROUND: _____

PREFERRED TUTORING TIMES: _____

PREFERRED DAYS: _____

.....
For Office Use Only

WORKSHOPS ATTENDED:

<u>Date(s)</u>	<u>Type</u>	<u>Location</u>	<u># of Hours</u>

ASSIGNMENT:

Location(s): _____

Time(s): _____

Employee(s) Tutored: _____

Date left the program: _____

APPENDIX E. Recruiting

FREE!!

**LANGUAGE SKILLS CLASSES
for
H-E-B SADMC PARTNERS**

These classes will help you:

- Read Better**
- Speak English Better**
- Improve Your Writing Skills**
- Solve Math Problems**
- Learn How To Learn**

FOR MORE INFORMATION:

**Watch for sign up information to
arrive in your mailbox at home.**

GRATIS!!
CLASES DE LENGUAGE
PARA LOS SOCIOS DEL
SADMC

Estas clases le ayudaran a:

- Leer Mejor***
- Hablar Ingles Mejor***
- Mejorar Su Escritura***
- Resolver Problemas Matematicos***
- Aprender A Aprender***

ESTE PENDIENTE:

Informacion para su inscripcion
llegara a su domicilio.

REGISTRATION
for
Free Language Skills
Classes

Where? T. A. Andrews Bldg.

When? Wednesday, April 18th at

10:00am or 2:00pm or

Thursday, April 19th at 10:00am

During Registration, we will

- Give your more information about the content of the classes**
- Work to place you in the appropriate class**

Come to the Registration if:

- You want to sign up for classes**

Or

- You would like more information about the classes**

INSCRIPCION
Para
Clases de Language Gratis

Donde? Edificio T. A. Andrews

Cuando? Miercoles, Abril 18 a las 10:00am
o las las 2:00pm
o el Jueves Abril 19 a las 10:00am

Durante la inscripcion:

- Le daremos mas informacion del contenido de las clases***
- Los situaremos en la clase apropiada***

Venga a la Inscipcion Si:

- Quiere inscribirse en estas clases***
- Quiere mas informacion de estas clases***

DATE:

FROM:

TO: All Employees

SUBJECT: Workplace Literacy

The H.E.B. Distribution Center is pleased to announce that Adult Education classes will be offered soon. We encourage each of our employees who need help or who has not completed high school to attend. The following information should answer your questions concerning the Workplace Literacy program.

What does it Teach?

It teaches reading. This includes beginning reading and reading improvement on any level.

It teaches math skills including addition, subtraction, multiplication and division of whole numbers, fractions, decimals, and percents.

It teaches English.

It teaches, day-to-day living skills such as budgeting, loans and credit, I.R.A.'s, etc.

How can Workplace Literacy help you?

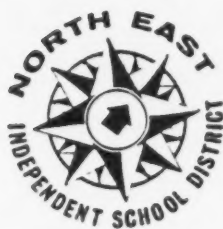
It can help you feel better about "you."

It can help you become eligible for further training programs and job advancement.

It can help you become a better employee.

It can help you help your children with their school work.

For further information please contact:



April 11, 1990

Dear H-E-B Partner:

Beginning in late April, H-E-B will be offering free classes to SADMC partners. (Questionnaires about these classes were handed out with your paychecks on Thursday.) These classes will help you to:

- Read better
- Speak English better
- Improve your writing skills
- Solve math problems
- Learn how to learn

The classes will be two hours long and will meet twice a week in the T. A. Andrews building for eight weeks. Participation in the classes is strictly voluntary and confidential and will be on your own time. By investing a total of 32 hours of your time in these classes, you may improve your ability to communicate and deal with problems on an everyday basis for the rest of your career.

If you are interested in participating in these classes, you will need to come to one of the open registration sessions in the small conference room of the T. A. Andrews Building during the following dates and times:

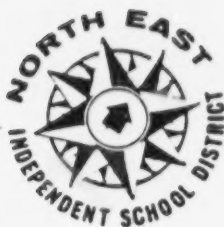
Wednesday	April 18th	10:00 a.m. to 11:00 p.m. 2:00 p.m. to 3:00 p.m.
Thursday	April 19th	10:00 a.m. to 11:00 a.m. 2:00 p.m. to 3:00 p.m.

The T. A. Andrews Building is the small brick building located near the entrance to the SADMC.

Registration for these classes will be on a first come, first serve basis since we only have space for 45 partners in the classes. During open registration, we will give you more information about the content of the classes. We will also work to place you in the appropriate class so that you can make the most progress toward improving your skills. If you have any questions about these classes, please call Julie Hattoon at 270-8573. Your call will be kept confidential.

Signed,

H-E-B Training and Development Department
and
North East Independent School District



Abril 11, 1990

Estimado Socio:

En los fines de abril, H-E-B ofrecera clases de language gratis para los socios del SADMC. (Los cuestionarios relacionados a estas clases fueron distribuidos con sus cheques de pago el jueves). Estas clases le ayudaran a:

Leer mejor
Hablar ingles mejor
Mejorar su escritura
Resolver problemas matematicos
Aprender a aprender

Las clases duraran dos horas y estan programadas para reunirse dos veces por semana por 8 semanas en el edificio T. A. Andrews. La participacion en estas clases es voluntaria asi es que tendra que atender en su propio tiempo. Su participacion se mantendra en confidencia.

Con solo invierter un total de 32 horas de su propio tiempo, Ud puede mejorar su habilidad de comunicar y resolver sus problemas a diario por el resto de su carrera.

Si esta intersado en participar en estas clases, necesita venir a una de las juntas para registrarse. Las juntas se llevaran a cabo en la sala chica de conferencias del edificio T. A. Andrews durante las siguientes fechas y horarios:

Abril 18, 1990	Miercoles	10:00 a.m. a 11:00 a.m. 2:00 p.m. a 3:00 p.m.
Abril 19, 1990	Jueves	10:00 a.m. a 11:00 a.m. 2:00 p.m. a 3:00 p.m.

El edificio T. A. Andrews es el edificio de ladrillo que esta ubicado cerca de la entrada del SADMC. Debido al espacio limitado solo los primeros 45 socios que se registren seran aceptados. Cuando se registren, les daremos mas informacion acerca del contenido de las clases. Nosotros los situaremos en las clase apropiada para que progresen hacia el mejoramiento de sus habilidades.

Si tienen algunas preguntas acerca de estas clases, por favor llamen a Julie Hattoon al 270-8573. Recuerde, su llamada permanerca confidencial.

Firmado,

H-E-B Training and Development Department
and
North East Independent School District



H. E. BUTT GROCERY COMPANY

April 27, 1990

Dear Partner:

Congratulations! You have been chosen to be part of H-E-B's Language Skills classes. Using the information you gave to us at registration, we have tried to place you in a class that fits your work schedule.

You have been assigned to a class that meets at :

6-8 p.m. on Tuesdays and Thursdays

Our first class will be Thursday, May 3, 1990. The next week, we will meet on Tuesday and Thursday. We will continue to meet each Tuesday and Thursday until Tuesday, June 26, 1990.

Classes will be held in the T. A. Andrews Building. This is the same building you came to for registration.

We are looking forward to seeing in class on Thursday, May 3rd. Any questions, please call Dora Hinojosa at 270-8571.

Sincerely,

Marguerite Harris

MH/dh



APPENDIX F. Registration

NEISD Community Education
WORKPLACE LITERACY
STUDENT INFORMATION SHEET

Name: _____

Address/Apt. Number: _____

City/State/Zip: _____

Home Telephone No: _____ Work Telephone No: _____

DOB: ____ / ____ / ____ Soc. Sec. No: _____ - _____ - _____

Age: ____ 17-24 ____ 45-59 ____ Male
____ 25-44 ____ 60+ ____ Female

What is your ethnicity? (Check one)

☐ Afro-American (Black)	☐ Hispanic
☐ Anglo-American	☐ American Indian
☐ Oriental	☐ Other

Are you a citizen of the United States? ____ Yes ____ No

Type of immigration documentation: _____

Are you in the Amnesty Program? ____ Yes ____ No

How long have you worked at your present job? _____

FOR OFFICE USE ONLY:

Class: _____

Worksite: _____

Teacher: _____

Achievements in the program:

1. ____ Improvement in self-esteem and self-worth
2. ____ Increased productivity
3. ____ Transfer of skills learned to job performance
4. ____ Advanced to higher level of learning
5. ____ Promoted to a new, challenging job

Reasons for leaving the program:

1. ____ Completed objectives
2. ____ Health problems
3. ____ Lack of interest
4. ____ Time class was scheduled
5. ____ Changed job location
6. ____ Other known reasons (Specify): _____
7. ____ Unknown reasons

APPENDIX G. Attendance Record

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WORKPLACE LITERACY
SIGN IN SHEET
FY 1989-90

NAME _____ WORKSITE _____
CLASS _____

SIGNATURE	DATE	TIME-IN	TIME-OUT	TOTAL HOURS
-----------	------	---------	----------	-------------

[illegible]

TEACHER SIGNATURE _____

APPENDIX H. Lessons Plans

LESSON PLAN FOR CAFETERIA EMPLOYEES

Task-Oriented Reading Lesson Plan

- Lesson Topic: Learning Conversion of recipes.
- Rationale: The purpose of this lesson is to have the students demonstrate their ability to convert recipes which is necessary for cafeteria workers.
- Objectives: Having presented and discussed a particular recipe, the instructor will have the student convert the recipe demonstrating their knowledge of fractions and measurements.
- Method: The students will have already learned how to work with fractions. The instructor will present a recipe to the class and discuss the steps necessary in converting. The class will discuss what measurement tools are needed. The instructor will elicit from students the steps needed in doubling the recipe. The students will use paper as well as chalkboard demonstration. Then each student will finish by converting the recipe three times. Finally, the students will demonstrate using measuring tools.
- Teaching Aids: Paper, recipe, chalkboard, measuring tools.

**NORTH EAST INDEPENDENT SCHOOL DISTRICT
FOOD SERVICE DEPARTMENT**

Yield:
175 Servings
133 Servings

Portion:
1/4 C. - #16 scoop
1/3 C. - #12 scoop

Aim:
1/2 oz. protein

Macaroni & Cheese
Main Dishes NE-
D-6
(Revised)

Ingredients	Weights	Measures	For _____ Servings	For _____ Servings	For _____ Servings
Macaroni	3 lb 12 oz		_____	_____	_____
Water		3 3/4 gal	_____	_____	_____
Oil		2 Tb.	_____	_____	_____
Salt		3 Tb.	_____	_____	_____
<u>Sauce</u>					
Nonfat Dry Milk	14 oz	3 C.	_____	_____	_____
Water		3 3/4 qt.	_____	_____	_____
Butter, melted	6 oz	3/4 C.	_____	_____	_____
Salt	2 oz	3 Tb.	_____	_____	_____
American Cheese, grated	6 lb 4 oz	1 gal 2 1/4 qt.	_____	_____	_____

Procedure:

1. Place macaroni in vigorously boiling, salted water.
2. Bring water to a second boil, stir, cover, and remove from heat. Let sit 20 minutes or until done.
3. Drain at once!
4. Divide macaroni among three (3) — 12" x 20" x 2" inset pans. (Approximately 2 1/2 qt. cooked macaroni in each pan).
5. Mix water and dry milk together to make fluid milk. (Yield - 1 gallon)
6. Pour fluid milk into pans. Approx. 5 1/3 C in each pan.
7. Divide the grated cheese among pans. Approx. 2 lb. 1 oz. of cheese in each pan.
8. Place melted butter & salt in each pan (1/4 C butter & 1 Tb. salt/pan).
9. Carefully blend ingredients. Mixture will be very thin.
10. Bake uncovered in 350° F. standard oven (300° F. convection oven) for about 30 minutes or until cheese melts.
11. Remove from the oven. Mixture will continue to thicken as it stands.

LESSON PLAN FOR MAINTENANCE EMPLOYEES

<u>Lesson Topic:</u>	Giving Directions (Written and Spoken)
<u>Rationale:</u>	The purpose of this lesson is to have the students give oral/written direction (to a substitute custodian) on how to operate a piece of equipment.
<u>Objective:</u>	The students will write a list of instructions giving at least five steps in operating a piece of equipment.
<u>Method:</u>	The instructor will discuss with the students different equipment that the custodians use on a regular basis. They will give to each other, in pairs, an oral breakdown on how to use a piece of equipment. Then each student will list at least five instructions on how to use the equipment of his choice. He may list more. Students may draw and label equipment if desired. Instructor will monitor oral instructions and ask the other student partner if he understands the directions. Students may check each others written work to see if clear instructions have been given.
<u>Teaching Aids:</u>	Teacher will have on hand several equipment manuals as guides for equipment instructions.

VOCABULARY FOR TRANSPORTATION
EMPLOYEES
BUS DRIVERS AND AIDES

1. Field Trips – Extracurricular trips made to the zoo, museums, sports events and many other varied activities, both locally and out-of-town.
2. Sponsor – The person directly in charge of the overall activity.
3. Chaperon – A teacher, parent or other person designated by the sponsor to assist in supervising and controlling the group.
4. Group – The collective persons participating in the field trip.
5. Pickup Time – The time requested by the school that the bus be available for loading.
6. Pickup Point – The location to which the driver is to report to pick up the group.
7. Depart Time – The time entered on the trip card and the driver's time card. This is the time the trip begins for purpose of charging the school and computing the driver's pay.
8. Return Time – The time entered on the trip card and driver's time card. This is the time the trip ends for purposes of charging the school and computing the driver's pay.
9. Lead Time – Forty minutes allowed the driver to prepare the bus and for travel to the pickup point. Lead time is applied to every trip to determine the depart time.
10. Regular Run – The driver's assigned daily morning, midday or afternoon run.
11. Separate Trip – A field trip with a pickup time more than 40 minutes after a regular run. The driver is guaranteed two hours pay, even if the trip is less than two hours.
12. Continuous Trip – A field trip with a pickup time not more than 40 minutes after a regular run. The driver gets paid for the actual time, regardless of how long the trip is.

LESSON PLAN FOR TRANSPORTATION EMPLOYEES AT NEISD

- Lesson Topic: Behavior on the Bus
- Rationale: School bus drivers and bus aides will be aware of possible misbehavior on the bus, what they are, how to react, and how to prevent them.
- Objective: The bus drivers and bus aides will know the 24 rules the bus students are to follow. Learn techniques to prevent misbehavior and to take appropriate action when it does occur.
- Method:
1. Class reads "*Student Code of Conduct*" (24 rules) Appendix B-4 and B-5 in Bus Drivers Manual.
 2. Write on the chalkboard:
Misbehavior/Action/Prevention
 3. Class gives examples which are written under the above headings.
 4. Give out and have class read "*Incorrect Student Behaviors*" and "*Suggested Solutions*" (pp. 55-56 in School Aides Bus Manual).
 5. Have students read handouts.
 6. Discuss how these misbehaviors can be avoided:
 - a. Same punctual driver every day.
 - b. Driver, aide, and student know the rules.
 - c. Be consistent with everyone everyday.
 - d. Spot trouble makers and take early action.
 - e. Do not bluff, threaten, or argue with students.

- f. Know what problems your students having; i.e., learning disabled, mildly retarded, etc.
 - g. Learn the students' names and have them address you by title and name.
 - h. Watch the inside mirror to know what the students are doing.
 - i. Praise them as a group.
7. Role Playing
- a. Have the class pretend to be the driver, the aide, and the misbehaving students. The suggested solutions are used to correct the behavior.
 - b. Change the roles being played. Prevention methods are used.

Teaching Aids:

Chalkboard, handouts, *"Student Code of Conduct,"* 24 rules Appendix B-4 and B-5 of Bus Drivers Manual.

"Student Behaviors and Suggested Solutions"
(pp. 55-56, School Bus Aides Manual)

LESSON PLAN FOR MAINTENANCE EMPLOYEES

<u>Lesson Topic:</u>	Development of Job-Related Vocabulary List/Maintenance
<u>Rationale:</u>	The purpose of this objective is to familiarize students with job-related vocabulary, emphasizing safety-oriented words.
<u>Objective:</u>	Students will write and categorize frequently used words. Emphasize correct pronunciation. Sight words such as poisonous, dangerous, hazardous are to be stressed.
<u>Method:</u>	Ask students to think of different areas of work; i.e., cleaning products (chemicals) machinery, safety bulletins, etc. List areas in headings on board and students on their paper. Then have students write the items on the board.
<u>Teaching Aids:</u>	Chemical safety bulletins, safety signs, flash cards with key words (poisonous, dangerous, hazardous, etc.) safety/health brochures.

**REFRESHER COURSE IN EFFECTIVE WRITING
AETNA INSURANCE
SYLLABUS**

- | | |
|-----------|---|
| Class I | Pre-Test and check list audience – sending and receiving tone-purposes. |
| Class II | The mechanics of writing capitalization and punctuation review of Class I with examples from Aetna. |
| Class III | Sentence repair, run-ons, fragments, comma splices, transitions, review. |
| Class IV | Passive voice, Spelling - Buzz words - jargon, definitions. |
| Class V | Being positive, sentence structure test. |
| Class VI | Organization, writing letters from Aetna examples. |

(If the class runs eight sessions)

- | | |
|------------|--|
| Class VII | Working with Aetna letters, rewriting. |
| Class VIII | Proofreading – Editing, Post-test. |

LESSON PLAN FOR CAFETERIA EMPLOYEES

<u>Lesson Topic:</u>	Knowledge of a payroll check stub.
<u>Rationale:</u>	The student will demonstrate a knowledge of their payroll check stub. They will have been asked to read and discuss the sample check stub before they will have been asked to write a written response with vocabulary words.
<u>Objective:</u>	Having presented a specific check stub, the instructor will have the students respond by writing complete sentences with vocabulary words.
<u>Method:</u>	The teacher will present a sample check stub to the students. Vocabulary will be introduced by going over all the items on the check stub and writing these words on the board. Questions needed to be answered: What determines these amounts? In what ways can they change? Is it necessary to save this receipt/stub? These students will listen to the pronunciation of these words and repeat. They will then demonstrate their knowledge by writing each word in a sentence.
<u>Teaching Aids:</u>	Paper, chalkboard, check stub.

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LESSON PLAN FOR SAN ANTONIO AIRPORT
MAINTENANCE EMPLOYEES

- A. Goals: Integrate the professional educational material of the classroom text with the programs for personnel supplied by the city of San Antonio to employees.
- B. Goals/
Objectives:
1. Review summary paragraphs written by students. Have each student read a newspaper article and summarize it in their own words.
 2. Review math homework with students. See math problems below.
 3. Students read p. 3 & 4 of the Flexible Benefits Program, then discuss it in class.
 4. Each student write a summary of what these benefits mean to them personally.
 5. Secondary goal. Using each student's payroll input compute costs of benefits as a percentage of income.
 6. Using, Watch Your Language Book 2, study the structure of a sentence.
 7. Review and discuss Free-Style writing.
 - a. Writing thoughts
 - b. Reading what is written
 - c. Add additional thoughts
 - d. Check your spelling and punctuation.

C. Home
Assignments:

1. Read p. 5 & 6 of the Flexible Benefits Program. Write a paragraph summarizing each page.
2. Attempt to work problems on pages 1 and 2 of blue math book. (Percentages & Decimals)
3. Read one newspaper article. List all new words and the meaning of each. Write a one paragraph summary of the article.

D. Math Problems:

1. $\frac{4}{5} + \frac{1}{5} = \frac{5}{5} = 1$
2. $\frac{2}{3} + \frac{3}{6} = \frac{4}{6} + \frac{3}{6} = 1 \frac{1}{6}$
3. $\frac{1}{5} + \frac{2}{3} = \frac{3}{15} + \frac{10}{15} = \frac{13}{15}$
4. $25 \overline{)550} = 22$
5. $33 \overline{)1624} = 49 \text{ R}7/33 \text{ or } \text{R}7$
6. $14 \overline{)\$23.62} = \$1.68 \text{ R}10\text{c}$

APPENDIX I. Recognition

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DEPARTMENT OF PLANT AND MAINTENANCE

North East Independent School District

10333 BROADWAY - SAN ANTONIO, TEXAS 78217

April 4, 1990

Dear Participant:

I would like to congratulate you on your completion of the literacy courses that you have taken. I know that this involvement on your part, will pay great dividends to you in the future. Any self-improvement project requires dedication, open mindedness, and a willingness to learn. You have accomplished all of these in your recent classes.

I commend you for your commitment, and I encourage you to continue to seek ways that you may improve yourself personally and professionally. You will be the winner if you invest time for improvement.

Congratulations again on your accomplishment.

Sincerely,

William H. Evans
Administrator of Custodial Services



Department of Transportation

North East Independent School District

10333 BROADWAY - SAN ANTONIO, TEXAS 78217

April 4, 1990

Mrs. Irene Fernandez
222 Belfast
San Antonio, TX 78209

Dear Irene:

Congratulations upon your successful completion of the Workplace Literacy Class. The Coordinator of the program was very complimentary of your attendance and participation. As one of the first classes, it was very important that employees learn about the benefits of having this opportunity to learn and train at work and you have taken a leadership role in the genesis of an excellent program.

Mrs. Jester said you improved in math and often related problems. Congratulations!

It is our hope that the Workplace classes will continue to expand and employees will have the opportunity to participate in classes of their interest and needs.

Thank you again for representing the Transportation Department.

Sincerely,

Wesley M. Davis
Director of Transportation



North East Independent School District

2523 BITTERS ROAD - SAN ANTONIO, TEXAS 78217 - 512 - 657-8866

Community Education

May 31, 1990

Mr. Keith Skiles
2918 Quail Oak
San Antonio, TX 78232

Dear Keith:

This letter is to express to you my sincere thanks and appreciation for the excellent job you have done as an instructor in the Workplace Literacy Project.

You have demonstrated a high level of competence and adaptability in designing curricula for employees at the worksite. In addition, your sensitivity to each participant's needs and your commitment to the task has been remarkable.

You have worked many hours without remuneration and I want you to know I am very grateful. Much of the success of the Project goes to you.

To help show our appreciation, we would like for you to attend the Business Breakfast as our guest. I am enclosing an invitation. Please call me at 657-8866 and let me know if you plan to attend.

You are not only a colleague, but a friend. Many thanks for all you have done. My best wishes to you in the future.

Gratefully yours,

Marie Jester, Coordinator
Workplace Literacy Project

North East Independent School District

San Antonio, Texas

Adult & Community Education

Certificate of Completion

This is to certify that



has completed a _____ hour course in

Awarded this _____ day of _____

Virginia Collier

Associate Superintendent of Instruction

Arlene Patterson

Adult & Community Education Director

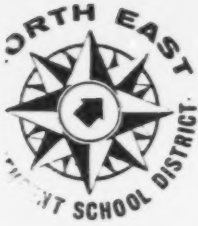
Francis Evans

Director of Special Programs

Instructor

APPENDIX J. Evaluation Forms

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North East Independent School District

2523 BITTERS ROAD - SAN ANTONIO, TEXAS 78217 - 512 - 657-8866

Community Education

To: Participants in Workplace Literacy Project

From: Marie Jester, Project Coordinator

Subject: Evaluation of the Project

I need your help.

I would appreciate your completing the attached evaluation form concerning your classes. Your comments will be a tremendous help toward the improvement and continuation of the program.

It is not necessary to sign your name.

Thank you for your help and cooperation.

**PARTICIPANT EVALUATION
OF WORKPLACE LITERACY**

1. Do you feel that this class has been helpful to you? How?

2. Was the time the class was offered convenient for you?

3. Were the books and materials used appropriate for your needs?

4. Did this course help you in your job? How?

5. Would you feel more comfortable talking to your supervisor about a problem now?

6. Was the instructor knowledgeable about the subject matter?

7. Did the instructor work with you at each class session?

8. Has this course helped you in the way you relate to your family and your community?

9. Would you like to see this course continued and expanded?

10. Do you have any suggestions to improve this course?



North East Independent School District

2523 BITTERS ROAD - SAN ANTONIO, TEXAS 78217 - 512 - 657-8866

Community Education

To: Instructors in Workplace Literacy - San Antonio
From: Marie Jester, Project Coordinator
Subject: Evaluation of the Workplace Literacy Project in San Antonio

We are near the completion of the pilot program for the Workplace Literacy Project. I need your help in the evaluation of the program and participants. All your comments, both positive and negative, will be appreciated.

An evaluation form is enclosed. Please complete and return to my office on or before April 12.

Thank you for your continued support, dedication to the Project, and visible concern for the participants. It is a real pleasure to work with you.

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North East Independent School District

2523 BITTERS ROAD - SAN ANTONIO, TEXAS 78217 - 512 - 657-8866

Community Education

To: Personnel Supervisors/Managers
From: Marie Jester, Coordinator Workplace Literacy
Subject: Workplace Literacy Project Evaluation

Please find enclosed an evaluation sheet concerning the Workplace Literacy classes. I would appreciate your help in this matter. The comments will be compiled and used for the improvement and continuation of the program.

When you have completed the evaluation, please return it to the following address on or before April 12.

Marie Jester
Community Education
North East Independent School District
2523 Bitters Road
San Antonio, Texas 78217

Thank you for your help and cooperation.

**MANAGER/SUPERVISOR EVALUATION
OF WORKPLACE LITERACY**

Name: _____ **Position:** _____

Company: _____

1. Do you feel the Workplace Literacy Project met the needs of your employees?

2. What improvement have you seen in job performance?

3. Do you feel management was given enough input into the program?

4. Were you kept informed?

5. Please suggest improvements or point out problems which exist.

6. Do you feel the program is valuable and should be continued at your worksite?

**INSTRUCTOR EVALUATION
OF WORKPLACE LITERACY**

Name: _____

1. Has teaching in a workplace literacy program been a positive experience for you?

2. Do you think staff development and preservice were adequate to prepare you for your teaching assignment?

3. Were the diversified instructional materials available sufficient to meet the needs of your students?

4. What problems, if any, did you encounter? Could you make suggestions to overcome these problems?

5. Comments or helpful suggestions are encouraged.

APPENDIX K. Pre- and Post-Tests

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**PRETEST
MAINTENANCE EMPLOYEES**

Name: _____ **Date:** _____

1. Describe your job. Include your job responsibilities (five or more) and your daily schedule.

2. Explain a job-related task and the materials or supplies needed to do it.

3. Fill out the attached accident report.

Date of Report _____

Location where accident occurred _____ On employer's premises? _____

County _____ Department regularly employed in _____

Date of injury _____ Day of week _____ Hour of day _____

First day unable to labor _____ Was injured paid in full for this day _____

When did foreman or you first know of this injury? _____

Name of foreman _____

Name of injured _____ Social Security # _____

Address _____ City _____ Zip code _____

Tele. # _____ Speak English _____ Age _____ Sex _____

Marital status _____ Minor children _____ Occupation when injured _____

Was this regular occupation? _____ How long employed? _____

Piece or time worker _____ Wages per hr. \$ _____ No. hrs. per day _____

Wages per day \$ _____ Days worked per week _____ Average weekly earnings \$ _____

Machine, tool or thing causing injury _____ Kind of power (Hand, foot, electrical, steam, etc.) _____ Part of machine on which accident occurred _____

Safety appliance or regulation provided _____

Was it in use at the time? _____ Was accident caused by injured's failure to use or observe safety appliance or regulation? _____

Describe fully how accident occurred, and state what employee was doing when injured: _____

Name and addresses of witnesses _____

Describe the injury in detail and indicate the part of body affected. _____

Probable length of disability _____ Has injured returned to work? _____

Name & address of physician _____

Name & address of hospital _____

Employee _____ Foreman _____

Supervisor _____

**PRE/POST TEST
SAN ANTONIO AIRPORT**

Name: _____ Date: _____

MATCHING VOCABULARY

Instructions: Place the letter of the matching definition in the blank to the left of the defined word.

<u>WORD</u>	<u>DEFINITION</u>
_____ benefits	a. a written time; list
_____ accident	b. a sum over and above the usual; high value
_____ receipt	c. unexpected happening
_____ evaluation	d. to assess; judge
_____ probation	e. person or organization that gives a person a job; supervisor; boss
_____ disability	f. payment, other than money, for a job. Examples: insurance; vacation; pension
_____ premium	g. a formal written agreement
_____ shift	h. any physical or mental problem that might affect your work
_____ insurance	i. the period during which one group works
_____ baggage	j. the method which something is done
_____ procedures	k. a period of testing or evaluation
_____ incentive	l. something extra or added on to make work more productive (extra pay)
_____ employer	m. coverage against loss, health
_____ contract	n. written note to prove receiving of goods of money
_____ schedule	o. traveling bags belonging to a passenger

POST TEST - Same words as above with words given and students writing their definitions.

**POST TEST
MAINTENANCE EMPLOYEES**

Name: _____ **Date:** _____

1. Write instructions to a substitute explaining your job duties.

2. Explain an emergency situation that might happen on your job. List the steps you would take in this emergency.

3. List five or more items you find useful to do your job. Tell how and why they are used.

**PRE/POST TEST
MAINTENANCE EMPLOYEES**

Name: _____ Date: _____

MATCHING VOCABULARY

Instructions: Place the letter of the matching definition in the blank to the left of the defined word.

<u>WORD</u>	<u>DEFINITION</u>
_____ disinfectant	a. can be mixed with other substance
_____ gal.	b. dangerous
_____ dilute	c. tubular type of light fixture
_____ soluble	d. unexpected event or happening
_____ procedure	e. chemical substance used to kill germs
_____ hazardous	f. gallon
_____ florescent	g. to combine or put together
_____ accident	h. to weaken
_____ weedeater	i. the method to do something or the way to get something done
_____ mower blade	j. written note to prove receiving of goods or money
_____ mix	k. hand operated tool used to trim or cut grass or weeds
_____ receipt	l. lawn mower part that cuts

POST TEST - Same words as above with words given and students writing their own definitions.

**POST TEST
FOOD SERVICE EMPLOYEES**

Name: _____ Date: _____

Select three of the following questions to answer in detail.

1. Describe practices necessary in food preparation. Write about good work habits and good personal habits. Tell about practices to avoid.
2. Write the steps needed in adjusting a recipe. Demonstrate your ability by converting a particular recipe.
3. Discuss job responsibilities in the cafeteria during a normal workday. Tell in what way they are alike. How are they different?
4. Draw a diagram of the cafeteria. Label the work stations in the kitchen. Write about the job responsibilities for each work station.
5. Explain a job-related task and material necessary to accomplish this.
6. Describe five kitchen tools you find the most helpful in your work. Additionally how are they used.
7. Explain an emergency situation that might occur on your job. What procedures would you take to correct the situation?

**PRETEST
FOOD SERVICE EMPLOYEES**

Name: _____ **Date:** _____

Use each of these words in a sentence. Define and explain your knowledge of each word.

1. Simmer _____

2. Spatula _____

3. Baste _____

4. Marmade _____

5. Garnish _____

6. Dilute _____

7. Mince _____

8. Pare _____

9. Saute _____

10. Undiluted _____

11. To cream _____

12. Layer _____
